

## SANGAREE ELEMENTARY

1460 Royle Road  
Summerville, SC 29483

**GRADES** K-3 Elementary School

**ENROLLMENT** 677 Students

**PRINCIPAL** Alan L. Wilson 843-820-3868

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	65	15	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

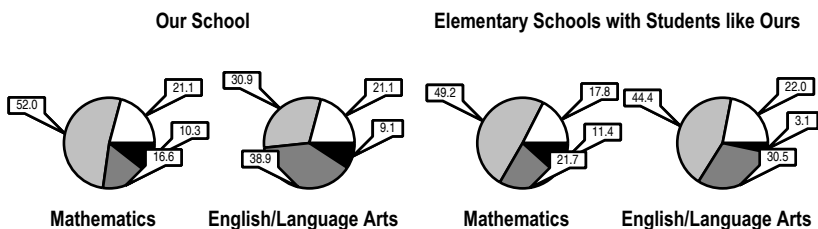
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




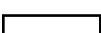
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Good	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	48	182	109
Percent satisfied with learning environment	91.7%	78.2%	81.0%
Percent satisfied with social and physical environment	93.8%	82.6%	68.2%
Percent satisfied with home-school relations	58.3%	79.4%	78.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	190	100.0	21.1	30.9	38.9	9.1	48.0	17.6
Gender								
Male	106	100.0	25.7	35.6	31.7	6.9	38.6	17.6
Female	84	100.0	14.9	24.3	48.6	12.2	60.8	17.6
Racial/Ethnic Group								
White	139	100.0	18.9	29.1	40.9	11.0	52.0	17.6
African-American	44	100.0	31.0	35.7	28.6	4.8	33.3	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	163	100.0	15.6	31.2	42.9	10.4	53.2	17.6
Disabled	27	100.0	61.9	28.6	9.5	N/A	9.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	190	100.0	20.2	31.2	39.3	9.2	48.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	190	100.0	20.2	31.2	39.3	9.2	48.6	17.6
Socio-Economic Status								
Subsidized meals	85	100.0	34.2	38.2	22.4	5.3	27.6	17.6
Full-pay meals	105	100.0	11.1	25.3	51.5	12.1	63.6	17.6

Mathematics								
All students	190	100.0	21.1	52.0	16.6	10.3	26.9	15.5
Gender								
Male	106	100.0	19.8	56.4	15.8	7.9	23.8	15.5
Female	84	100.0	23.0	45.9	17.6	13.5	31.1	15.5
Racial/Ethnic Group								
White	139	100.0	17.3	52.0	18.1	12.6	30.7	15.5
African-American	44	100.0	35.7	50.0	9.5	4.8	14.3	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	163	100.0	18.2	51.9	18.2	11.7	29.9	15.5
Disabled	27	100.0	42.9	52.4	4.8	N/A	4.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	190	100.0	20.8	52.0	16.8	10.4	27.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	190	100.0	20.8	52.0	16.8	10.4	27.2	15.5
Socio-Economic Status								
Subsidized meals	85	100.0	32.9	53.9	10.5	2.6	13.2	15.5
Full-pay meals	105	100.0	12.1	50.5	21.2	16.2	37.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	153	N/A	19.1	42.8	35.5	2.6	38.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	190	100.0	21.1	30.9	38.9	9.1	48.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	153	N/A	41.2	47.1	9.2	2.6	11.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	190	100.0	21.1	52.0	16.6	10.3	26.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 677)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	Down from 5.0%	2.8%	2.4%
Attendance rate	95.2%	Down from 96.0%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.4%	Up from 10.5%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.4%	Down from 7.8%	8.5%	8.0%
Older than usual for grade	0.4%	Up from 0.3%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	63.8%	Up from 60.0%	49.6%	50.0%
Continuing contract teachers	83.0%	Down from 84.0%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.1%	Down from 87.9%	88.0%	86.2%
Teacher attendance rate	95.2%	Down from 95.4%	95.4%	95.3%
Average teacher salary	\$41,295	Up 1.3%	\$40,184	\$39,909
Prof. development days/teacher	14.6 days	No change	11.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.2 to 1	Up from 18.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 90.1%	90.1%	89.7%
Dollars spent per pupil*	\$6,556	Up 63.0%	\$5,754	\$5,892
Percent spent on teacher salaries*	61.4%	Down from 63.7%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 82.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sangaree is proud of our accomplishments this year. We have expanded our character education and discipline program to include more rewards for students. To improve instruction we have focused on teacher training in the new Every Day Math Program, writing, reading and technology. Teachers and parents have developed academic plans for students in need of assistance. Programs for students that need additional help have been instituted during the school day and after school.

With the assistance of parents and community members, we developed a plan for spending our federal Title I funds. Federal funds have been allocated for a teacher to reduce class size and to purchase classroom materials. These funds were used to upgrade our computer labs and to provide more classroom computers. We set up a parent room that has materials for parent use. Title funds also paid for parent activities in reading and math.

Due to a drop in the PACT Math scores from the previous year we developed two-person teams in the third grade so that one teacher could focus on math and the other on Language Arts. We believe that this strategy will result in increased PACT scores. (At the time this message is written the 02-03 scores are not available, but will be included on this report card.) We will continue to seek good strategies and to modify our objectives to meet the long-term goal of being in the top 25 percent of the state.

Newsletters are sent each month. Bi-Lo, Pizza Hut and Balloons by Design have served as business partners. The PTA provided several programs and increased membership. The PTA raised over \$20,000.00 last year. Our volunteers donated over two thousand hours.

**Highlights of the year:**

Mrs. Carmen Larson was elected Teacher of the Year;  
Mrs. Joyce Moon, a first grade teacher, received National Board Certification;  
Mrs. Hiltz, Mrs. Dubay and Ms. Thompson are currently working on national certification;  
Mrs. Barbara Crosby and Mrs. Julie Forester's classes won the Kids Who Care Award;  
Parent nights for Language Arts, Math and Art were held;  
More than 90% of all parents had a face-to-face meeting with their child's teacher.

We hope that the entire community will continue to join with us in developing each child's potential in a safe and positive environment.

Alan L. Wilson, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.